

Browns Ferry Elementary

7292 Brown's Ferry Road
Georgetown, SC 29440

Grades	PK-5 Elementary School	
Enrollment	253 Students	
Principal	Dr. Peggie A. Grant	843-527-1325
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Joe M. Crosby	843-436-7000

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	21	79	40

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Excellent	Yes
2004	Excellent	Good	Yes
2005	Excellent	Excellent	Yes
2006	Good	Unsatisfactory	Yes

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

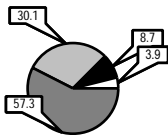
PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

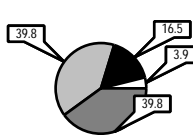
100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

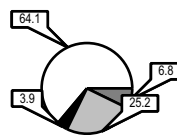
English/Language Arts



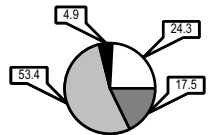
Mathematics



Science

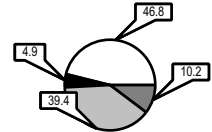
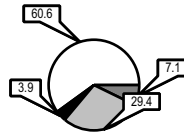
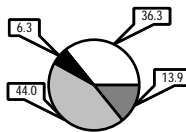
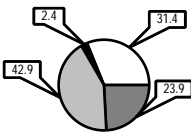


Social Studies



Our School

Elementary Schools with Students like Ours



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	106	100.0	3.8	29.5	56.2	10.5	79.0	Yes	Yes
Gender									
Male	59	100.0	1.7	39.7	51.7	6.9	70.7	N/A	N/A
Female	47	100.0	6.4	17.0	61.7	14.9	89.4	N/A	N/A
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	105	100.0	3.8	29.8	55.8	10.6	78.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	77	100.0	2.6	25.0	60.5	11.8	89.5	N/A	N/A
Disabled	29	100.0	6.9	41.4	44.8	6.9	51.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	106	100.0	3.8	29.5	56.2	10.5	79.0	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	106	100.0	3.8	29.5	56.2	10.5	79.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	94	100.0	3.2	31.2	57.0	8.6	77.4	Yes	Yes
Full-pay meals	12	100.0	8.3	16.7	50.0	25.0	91.7	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	106	100.0	3.8	39.0	39.0	18.1	77.1	Yes	Yes
Gender									
Male	59	100.0	3.4	41.4	39.7	15.5	77.6	N/A	N/A
Female	47	100.0	4.3	36.2	38.3	21.3	76.6	N/A	N/A
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	105	100.0	3.8	38.5	39.4	18.3	76.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	77	100.0	2.6	34.2	43.4	19.7	81.6	N/A	N/A
Disabled	29	100.0	6.9	51.7	27.6	13.8	65.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	106	100.0	3.8	39.0	39.0	18.1	77.1	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	106	100.0	3.8	39.0	39.0	18.1	77.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	94	100.0	4.3	39.8	37.6	18.3	76.3	Yes	Yes
Full-pay meals	12	100.0	0.0	33.3	50.0	16.7	83.3	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	106	100.0	62.9	25.7	6.7	4.8	11.4
Gender							
Male	59	100.0	67.2	25.9	3.4	3.4	6.9
Female	47	100.0	57.4	25.5	10.6	6.4	17.0
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	105	100.0	62.5	26.0	6.7	4.8	11.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	77	100.0	61.8	25.0	7.9	5.3	13.2
Disabled	29	100.0	65.5	27.6	3.4	3.4	6.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	106	100.0	62.9	25.7	6.7	4.8	11.4
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	106	100.0	62.9	25.7	6.7	4.8	11.4
Socio-Economic Status							
Subsidized meals	94	100.0	65.6	24.7	4.3	5.4	9.7
Full-pay meals	12	100.0	41.7	33.3	25.0	0.0	25.0

Social Studies							
All Students	106	100.0	23.8	52.4	17.1	6.7	23.8
Gender							
Male	59	100.0	25.9	51.7	19.0	3.4	22.4
Female	47	100.0	21.3	53.2	14.9	10.6	25.5
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	105	100.0	24.0	51.9	17.3	6.7	24.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	77	100.0	22.4	51.3	19.7	6.6	26.3
Disabled	29	100.0	27.6	55.2	10.3	6.9	17.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	106	100.0	23.8	52.4	17.1	6.7	23.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	106	100.0	23.8	52.4	17.1	6.7	23.8
Socio-Economic Status							
Subsidized meals	94	100.0	24.7	52.7	16.1	6.5	22.6
Full-pay meals	12	100.0	16.7	50.0	25.0	8.3	33.3

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	34	100.0	0.0	15.6	62.5	21.9	84.4
	4	42	100.0	0.0	31.6	65.8	2.6	68.4
	5	40	100.0	8.3	38.9	47.2	5.6	52.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	36	100.0	8.3	2.8	75.0	13.9	88.9
	4	34	100.0	3.0	48.5	36.4	12.1	48.5
	5	36	100.0	0.0	38.9	55.6	5.6	61.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	34	100.0	0.0	56.3	40.6	3.1	43.8
	4	42	100.0	2.6	63.2	28.9	5.3	34.2
	5	40	100.0	8.3	30.6	38.9	22.2	61.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	36	100.0	2.8	58.3	30.6	8.3	38.9
	4	34	100.0	6.1	30.3	45.5	18.2	63.6
	5	36	100.0	2.8	27.8	41.7	27.8	69.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	34	100.0	6.3	53.1	31.3	9.4	40.6
	4	42	100.0	5.3	63.2	26.3	5.3	31.6
	5	40	100.0	22.2	25.0	16.7	36.1	52.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	36	100.0	72.2	22.2	5.6	0.0	5.6
	4	34	100.0	42.4	30.3	12.1	15.2	27.3
	5	36	100.0	72.2	25.0	2.8	0.0	2.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	34	100.0	3.1	34.4	40.6	21.9	62.5
	4	42	100.0	2.6	39.5	42.1	15.8	57.9
	5	40	100.0	2.8	41.7	22.2	33.3	55.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	36	100.0	13.9	58.3	25.0	2.8	27.8
	4	34	100.0	24.2	42.4	18.2	15.2	33.3
	5	36	100.0	33.3	55.6	8.3	2.8	11.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data
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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 253)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.5%	Up from 3.4%	3.9%	2.8%
Attendance rate	98.6%	Up from 96.2%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 13.8%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 9.5%	0.0%	0.0%
Eligible for gifted and talented	7.5%	Down from 10.9%	3.9%	10.4%
On academic plans	0.0%	N/AV	49.2%	33.6%
On academic probation	0.0%	N/AV	2.7%	1.0%
With disabilities other than speech	8.3%	Down from 9.9%	7.2%	7.5%
Older than usual for grade	0.4%	Down from 1.7%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 20)				
Teachers with advanced degrees	60.0%	Down from 62.5%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	4.8%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	2.7%	0.0%
Teachers returning from previous year	87.6%	Up from 86.3%	83.3%	87.3%
Teacher attendance rate	91.5%	Down from 92.7%	94.6%	94.9%
Average teacher salary	\$44,547	Up 3.2%	\$41,292	\$42,485
Prof. development days/teacher	10.4 days	Up from 9.6 days	14.5 days	13.3 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Up from 14.4 to 1	16.4 to 1	18.6 to 1
Prime instructional time	88.8%	Up from 88.0%	88.5%	89.7%
Dollars spent per pupil*	\$9,825	Down 8.1%	\$7,695	\$6,557
Percent of expenditures for teacher salaries*	54.4%	Up from 52.9%	60.7%	64.0%
Percent of expenditures for instruction*	62.0%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	11.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	7.2%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

In 2005-2006, Brown's Ferry Elementary School students and staff were again recognized as a 2005 Palmetto Gold Achievement Winner and a Closing the Achievement Gap Award recipient. This is the third consecutive year to be recognized for both awards. During the fall of 2005, the principal was notified that Browns' Ferry Elementary is one of the five schools in South Carolina to be nominated for the No Child Left Behind Blue Ribbon Schools Award. The 2005-2006 school year is the fourth year for teachers to participate in monthly study groups for the SC READS/Reading First Initiative focused on reading and writing development. Teachers participate in data-driven decision making while analyzing and utilizing test data as indicated on the Measures of Academic Progress (MAP) and the Palmetto Achievement Challenge Test (PACT).

Success is not an option at Brown's Ferry Elementary; it is an expectation. Small class size, dedicated teachers who believe, tutorial help, technological and hands-on experiences combine to create the active learning environment that facilitates excellence.

The master schedule provides common planning time each day and enables itinerant personnel the time to work with small groups in assigned classrooms. Vertical team planning reinforces curricular goals across grade levels.

Additional purchases and implementation of Promethean Boards and Classroom Performance Systems (CPS) continue to support instructional delivery and student learning. Student writing continues to be a focus as one of the school's goals, supported by the School Improvement Council. PACT Tuesdays allow students time to practice test-taking strategies. Collaborative efforts among itinerant teachers, the resource teacher, and the regular classroom teachers provide interactive experiences for the students.

Opportunities to support student learning are provided daily. Early Bird sessions from 7:00 a.m.-7:30 a.m. focus on reading and math remediation and enrichment. A partnership with the 21st Century Community Learning Center Grant provides after-school tutoring for third, fourth and fifth graders. The local YMCA also provides an after-school program that has extended educational opportunities, as well as homework assistance.

Motivational strategies are implemented to encourage students to excel at all levels. Community contributions allow special rewards and incentives for students. Parents continue to be invited to participate in special events such as curriculum nights, parenting sessions, and dinner with the parent liaison and invited speakers. Bi-weekly newsletters from the principal, curriculum specialist, and teachers along with P.T.O. attendance, S.I.C. participation, and conferences all work to support efforts to involve parents in their children's education.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	24	34	33
Percent satisfied with learning environment	79.2%	91.2%	96.8%
Percent satisfied with social and physical environment	87.5%	87.9%	93.8%
Percent satisfied with school-home relations	75.0%	87.9%	96.9%

*Only students at the highest elementary school grade level at this school and their parents were included.